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AUTHOR DuVall, Charles Robert; Truex, Donald Walter
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ABSTRACT

The basic objective of this project was to take all the basic data relevant to individual community resources and put it into a meaningful form, and to provide it to the individual teacher upon request. Over 400 firms and individuals are listed and active in the file. There are 24 major classifications each with 100 possible minor classifications. All of these minor curricular or interest areas have been listed in the "School Corporation Audio-Visual Learning Resources Handbook" which is used by the teachers in South Bend. When a list of resources is needed by a teacher, the request is sent to a central Data Processing Center for computer processing. The resulting print-out lists the following information on each resource: name, address, phone number, specific directions for location, specific activities of the firm, types of material available from them, safety features, person to contact for field trip arrangements, availability of personnel, length of visit, grade level of students preferred, size of a manageable group, and the length of notice required. All entries carried in the handbook have been personally contacted and a follow-up study of their participation has been conducted by inservice social studies teachers attending Indiana University. (SFE)

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COMPUTERIZED COMMUNITY RESOURCES HANDBOOK: A JOINT PROJECT
OF INDIANA UNIVERSITY AT SOUTH BEND AND THE
SOUTH BEND COMMUNITY SCHOOL CORPORATION

Presented by

Charles Robert DuVall, Ph.D.
Assistant Professor of Education
Indiana University at South Bend

and

Donald Walter Truex, A.M.
Coordinator, Social Studies
South Bend Community School Corporation
Associate Faculty
Indiana University at South Bend

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Introduction. Local communities are a factor in the education of children; the community is always an inherent part of the school curriculum. No child can be considered truly educated where the process of education takes into account only the immediate happenings of a given physical space (i.e., the classroom).

The local community offers a great variety of situations and potential for meaningful activities, and it is of value to the students to become interested in and knowledgeable about their own community.(10: 98-102)* Educators are realizing "that schools need contact with the realities of life; that curricula are most effective when closely related to the communities they serve; and that boys and girls learn best when dealing with direct, concrete experiences." (3:1)

Teachers should never assume that children have had sufficient direct experiences. While the community offers many avenues of exploration, some schools and some teachers are not making good use of the opportunities available for first hand experience. (2:225)

Therefore, the major purpose of this project is to provide teachers within the South Bend (Indiana) Community School Corporation with a workable instrument for the utilization of local community resources. The information provided the teachers

*Numbers in parentheses refer to numbered references in the bibliography; those after the colon are page numbers.

in the schools of South Bend is intended to serve as a guideline and not as a final answer. The entire project is oriented to answer the following basic question: How can teachers best become aware of and use local community resources?

Background and Basic Procedures. This project is an effort to put all basic data relevant to individual community resources into a meaningful form and provide it to the individual teacher upon request. All individual resources, and there are presently over 400 firms and individuals listed and active in the file, are classified in one or more major fields. There are twenty-four major classifications, and within each major classification there are minor classifications available (100 possible within each major). An abridged list of the classification schema and listings will be found in Appendix A.

All of the minor classifications have then been listed in the School Corporation Audio-Visual Learning Resources Handbook which is available to each teacher within the school corporation. These are listed alphabetically, and they are cross indexed. There are over 375 such listings. These are basically classified into curricular and/or interest areas. For instance, rather than simply having a classification of FARMS, we have broken this major classification into seven minor classifications (Dairy, Grain, Livestock, Nursery, Poultry, Produce, and Sod). Within the cross-indexing system

you would also have listed Dairy Farms and Farms, Dairy, thereby aiding that teachers who might have a tendency to become confused by a single word order.

Each sub-group is assigned a major classification number (three digits) and a minor number (two digits). It is possible for a firm or individual to be classified under one major heading and under a maximum of four minor headings. If a firm fits into more than one major classification, there must be a separate entry made and coded for each of these major headings.

For instance, one advertising agency is classified as follows: The major classification is 100 (Advertising): They are then classified as

01 Agency; 03 Commercial Artists;

04 Commercial Photographers; and 15 Television.

If a teacher requested any information regarding an advertising agency, or a commercial photographer, or a commercial artist, or some firm working in television advertising, he would receive this firm's listing (or print-out), together with all other firms carrying the particular five-digit number requested.

All entries carried in the "handbook" have been personally contacted and a follow-up study of their participation has been conducted. The basic contact and follow-up studies have been and will continue to be conducted by graduate students

(all in-service teachers) attending Indiana University at South Bend and enrolled in the Elementary Social Studies course. Usually the persons who participate in this program are teachers who teach within the South Bend School system itself. The original Handbook was prepared three years ago, and this past summer the second revised edition was completed.

In addition, when the basic work was done on this project, it was also decided to revise the form used by the teachers to request transportation for pupils (where requested) and used to inform the principal of the forthcoming trip. On this form the teacher is asked to evaluate the results of this trip.

A follow-up research study has been conducted and the basic results of this study are presented in Appendix D.

Illustrative Example: The following illustrative example is intended to give you a step-by-step look at the total process in which a teacher would engage in requesting and implementing a field trip.

1. Teacher believes that the curricular objective might be better implemented by taking children into field (or having resource person into school). She consults the Audio-Visual Resources Handbook which contains, as a part of the total program of the school, the section dealing with community resources available. Let us assume that she is interested in taking her children to see cheese being made. She would see Cheese (109-03).

2. She would take her previously printed and punched IBM card (See Appendix B) which contains her name, school, and identification number and complete it simply stating Community Resource, Cheese, 109-03. This card would be forwarded to the Data Processing Center in the next school mail (maximum waiting time - one school day if completed after 2:00 p.m.). This is the same card which she uses in requesting films and other A.V. materials from the Audio-Visual Center (all films and other A.V. materials are also scheduled by computer in South Bend).

3. The card is received at the data processing center. All requests are processed the morning after receipt the previous evening. A key punch operator simply punches in the five-digit number (109-03) into the card (a six-digit number is used for films).

4. The field trip cards are fed to the computer behind the program and all firms that process cheese are listed on a print-out addressed to the teacher indicated by her pre-punched card. (See Appendix C)

5. The print-outs are then returned to the school mail (before noon) and the teacher will receive her print-out that afternoon. It will list all firms listed in the computer that process cheese.

6. The teacher will then contact the firms and make her individual arrangements. Each print-out lists the following

date for each firm:

Name, address, phone number, specific directions for locating (handy in working with bus drivers unfamiliar with exact location), specific activities in which the firm engages, type of materials available for distribution (if any), safety features, person to contact, availability of personnel for pre- and post-visit talks, length of visit in minutes, grade level of student preferred, size of the group they can handle at one time, and the length of notice required in days. (See Appendix

7. The teacher then completes request form, which acts as notification of principal, require principal's permission to take children from building, forwarded to central office for approval, etc.

8. Transportation arrangements are made after approval.

9. Classroom activities continue a pace and children take trip. Engage in follow-up activities, etc.

10. Teacher completed follow-up for later analysis on a system wide basis. (See Appendix D)

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os Number	8	Catalog Number	
117-02	Bail Bonds	105-03	Choral Groups
109-01	Bakers	118-07	Churches, Other Denominations
106-04	Bands and Orchestras	118-03	Churches, Protestant
108-02	Banks	118-05	Churches, Roman Catholic
121-05	Barbers	100-02	Circular Distributors of Advertising
115-10	Baseball Parks	112-02	City Services, Local
116-08	Bearings Manufacturing	110-07	Civil Defense
121-06	Beauty Salons	112-03	Civil Engineers
119-04	Billiard Parlors	121-01	Cleaners
114-04	Blood Banks	118-06	Clergymen, Roman Catholic
120-06	Boat Dealers	118-08	Clergymen, Other Denominations
108-01	Bonds	118-04	Clergymen, Protestant
108-06	Bookkeeping	112-19	Clerk, Local
103-01	Books	114-06	Clinics
119-03	Bowling Alleys	102-10	Clothing Manufacturing
116-10	Box and Packaging Products	116-14	Cloth Manufacturing
116-09	Brick, Tile and Clay Products	119-05	Coin Collecting Shops
104-03	Bridges, Construction	108-09	Collection Agencies
108-07	Budget Services	105-04	Colleges
104-04	Builders	100-03	Commercial Artists
110-06	Building Department, County	100-04	Commercial Photographers
124-04	Buses	104-08	Concrete, Construction
108-08	Business Consultants	116-13	Concrete, Manufacturing
105-03	Business Schools	111-02	Congressmen, Federal
103-02	Butchering	114-07	Contact Lenses
104-05	Cabinet Makers	102-02	Costuming
109-04	Candy	114-08	Counseling Services
124-07	Car and Truck Rentals	100-05	Counselors of Advertising
109-07	Cat and Dog Food	110-02	County Agricultural Agent
104-06	Carpenters	110-08	County Clerk
113-11	Celotex Products	110-09	County Commissioners
119-17	Ceramics	110-10	County Court Reporters
109-03	Cheese	110-11	County Highway Department
116-12	Chemical Products	110-12	County Judges Chambers
123-04	Child Placement Bureaus	110-15	County Parks and Recreation
102-01	Children and Infant's Wear	110-16	County Probation Office
114-05	Chiropractors	110-18	County Public Health Department
		112-19	County Recorder
		110-21	County Surveyor
		110-22	County Treasurer

APPENDIX A

Catalog Number108-10
108-11Credit Bureaus
Credit Unions

D

109-05
107-01
119-07
105-05
108-12Dairies
Dairy Farms
Dancing Studios
Day Nurseries
Debt Adjustors109-06
114-09
111-03
111-04
111-05Delicatessans
Dentists
Department of Air Force
Department of Army
Department of Commerce, Federal111-06
111-07Department of Defense, Federal
Department of Health Education and Welfare, Federal111-08
113-01
111-09Department of Labor, Federal
Department of Mental Health, State
Department of Navy112-03
113-02
120-01
117-04
117-05Department of Parks
Department of Public Welfare, State
Department Stores
Detective Agencies
Detention Homes116-15
100-06
100-07
111-10
109-07Die Makers
Direct Mail Advertising
Display Designers and Producers
District Courts, Federal
Dog and Cat Food

101-01

Dog Grooming

E

105-16
105-15
105-14
104-09
112-04Economic Education
Education, Adult
Education, Special
Electric Contractors
Electrical and Heating Inspection, Local

116-34

Electronic Equipment

Catalog Number104-10
116-33
104-11
124-10
114-10Engineers, Construction
Equipment Manufacturing
Excavating Contractors
Express Agencies
Exterminating and Fumigating

F

102-03
120-07
107-01
107-02
107-03Fabric Shops
Farm Equipment
Farms, Dairy
Farms, Grain
Farms, Livestock107-04
107-05
107-06
107-07
111-11Farms, Nursery
Farm, Poultry
Farms, Produce
Farms, Sod
Federal Aviation Agency111-12
109-08
108-13
112-05
109-09Federal Bureau of Investigation
Feed
Financing
Fire Departments
Fish and Seafood120-05
105-08
109-10
109-33
109-11Fishing Equipment
Flying Lessons
Food Brokers
Food Distribution, Wholesaler
Food Processing109-12
116-01
109-13
109-14
121-09
116-17Food Products
Foundries
Frozen Foods
Fruits and Vegetables
Funeral Directors
Furniture Manufacturing

G

122-05
116-18
104-12
104-13
116-19Gas and Fuel
Gear Manufacturing
General Contractors
Glass
Glass Production

APPENDIX A

DO NOT WRITE IN THIS SPACE

TITLE		NO		DATE REQUESTED		SCHOOL		TEACHER	
CATALOG NUMBER	NO	DAY	TEAS	TIMES	SCHOOL	NO	NAME	TEACHER	

REQUEST FOR BOOKING

1 Catalog number 103-04
This must be correct

2 Title Comm. Resource
May be abbreviated

3 Date requested 11 11
Month Day

4 How many teachers will use this aid? 1

DO NOT WRITE IN THIS SPACE

TITLE		NO		DATE REQUESTED		SCHOOL		TEACHER	
CATALOG NUMBER	NO	DAY	TEAS	TIMES	SCHOOL	NO	NAME	TEACHER	

REQUEST FOR BOOKING

1 Catalog number _____
This must be correct

2 Title _____
May be abbreviated

3 Date requested _____
Month Day

4 How many teachers will use this aid? _____

5 If it is a film, how many times will it be used? _____

TITLE		NO		DATE REQUESTED		SCHOOL		TEACHER	
CATALOG NO.	NO	DAY	TEAS	TIMES	SCHOOL	NO	NAME	TEACHER	

SOUTH BEND COMMUNITY SCHOOLS

SOUTH BEND COMMUNITY SCHOOLS

APPENDIX C

11

Sample Printout From Computer

<p>Major Class Heading "Money & Banking"</p> <p>Minor Class "Finance"</p> <p>Minor Class "Insurance"</p> <p>Minor Class "Banking"</p>	<p>108</p> <p>103</p> <p>14</p> <p>04</p> <p>04</p>	<p>ACCIDENT & HEALTH INSURANCE</p> <p>ASSOCIATES INVESTMENT COMPANY</p> <p>1700 MISHAWAKA AVENUE</p> <p>SOUTH BEND, INDIANA</p>	<p>LOCATED ON MISHAWAKA AVENUE, JUST EAST OF ADAMS HIGH SCHOOL ACTIVITY-FINANCING AUTOMOBILES, TRUCKS, MOBILE HOMES, FARM EQUIP MENT, HOME IMPROVEMENTS, DEALER INVENTORIES, PERSONAL INSTALLMENT LOANS, COMMERCIAL BUSINESS LOANS, LEASE OF MACHINERY AND EQUIP MENT TO BUSINESS, REDISCOUNTING, FACTORING, INSURANCE-AUTO, LIFE, ACCIDENT AND HEALTH, BANKING, FILMS AND TOUR OF BLDG AVAILABLE MATERIALS-PAMPHLETS ABOUT THE COMPANY, POSTCARDS OF THE BUILDING AVAILABLE AT REQUEST. COMPANY ALSO OWNS TWO FILMS, MONEY AT WORK, WHICH IS INDUSTRY ORIENTED, ABOUT BASIC ECONOMY. SAFETY RESTRICTIONS-PRECAUTIONS TAKEN CARE OF THERE RESOURCE PERSON TO SCHOOL-YES, CONTACT MR. RESNIK, PERSONNEL DEPARTMENT AND REQUEST A SPEAKER. EVALUATION BY FIRM-YES FOLLOW-UP VISIT-YES LENGTH OF VISIT IN MINUTES 060 GRADE LEVEL OF STUDENT OPEN SIZE OF GROUP CAN HANDLE OPEN LENGTH OF NOTICE DAYS 1</p>
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Note: Through the use of both "major" and "minor" classification headings any teacher who requested either (a) Accident & Health Insurance (b) Financing (c) Insurance, or (d) Banks, would receive this printout. He would also receive all of the other resources carrying the five digit code he had requested.

APPENDIX D

12.

TABLE 1. FIELD TRIP OBJECTIVES AND FREQUENCY OF THEIR BEING LISTED BY TEACHERS

Objectives	Number
Gain first hand knowledge	40
Observe practical application of material previously studied	26
Gain better understanding of history	25
Understand community resources and services	18
Observe possible vocations	13
Practice good conduct away from classroom	10
Acquaint students with the amount of work involved in making products	8
Knowledge of animals	8
Stimulate interest	8
Travel experience	8
See a farm and its activities	7
Observe nature	6
Safety	6
See a factory	5
Broaden vocabulary	4
Conservation	3
Enjoyment	3
See airplanes	3
Collect nature specimens	2
Take pictures	2
See court in action	2
Learn how to use a library	2
Eat in a restaurant	2
Other reasons	8
No objectives listed	24

APPENDIX D

13.

TABLE 2. PURPOSE AND NUMBER OF FIELD TRIPS FOR THE SCHOOL
YEAR, 1968-1969

Purpose of trip	Number
Social studies	120
Science	27
Vocational guidance	13
Language arts	8
Home economics	5
Communications	3
Health	3
Mathematics	3
Other	9

TABLE 3. FREQUENCY OF EDUCATIONAL TRIPS BY GRADE LEVEL

Grade level	Number of trips
Grade 4	26
Junior high school	24
Kindergarten	23
Grade 6	21
Grade 3	18
Grade 2	12
Grade 5	12
Grade 1	8
Other elementary	7
No indication of grade level	8

APPENDIX D

14.

TABLE 4. FREQUENCY OF FIELD TRIPS BY MONTHS

Months	Number of trips
September	5
October	34
November	31
December	6
January	2
February	9
March	15
April	19
May	33
June	3
No month indicated	5

TABLE 5. NUMBER OF TRIPS USING EACH METHOD OF PAYING
TRANSPORTATION COSTS

Method of payment	Number of trips
Pupils paid	83
Free trips	15
School and pupils shared the cost	13
School paid	9
Method not indicated	42

TABLE 6. TYPES OF TRANSPORTATION USED FOR FIELD TRIPS
AND THE NUMBER OF TIMES EACH WAS USED

Types of transportation	Number
School bus	106
Private automobile	12
Walking	10
Commercial bus	5
City bus	4
Transportation not indicated	

TABLE 7. OUTCOMES OF FIELD TRIPS AND THE REASONS LISTED BY TEACHERS FOR EACH OUTCOME

Outcomes of field trips	Number	Reasons	Number
Successful	150	Interesting and suitable material	56
		Good guide or speaker	53
		Pre-planning	38
		Cooperation of pupils	27
		Cooperation of parents	20
		First hand experience	19
		Cooperation of host	15
		Pleasant, cooperative bus driver	9
		Class follow-up	9
		Previous study of the material	9
		Good weather	9
		Children had fun	8
		Opportunity for questions	6
		Dividing into small groups for the tour	
		Children saw animals	4
		Adequate supervision	4
		Refreshments served	3
		Enjoyed city bus	2
		Seeing Negroes in important positions	2
		Received souvenir	2
Partly successful	7	Lunch	1
		Kept material simple	1
		Material presented was too difficult	3
		People at destination were not expecting class	1
		Bus driver not accommodating, also got lost	1
Unsuccessful	2	One poor guide and one good guide	1
		Poor tour	1
		Host did not show up at the destination	2
Forms not filled out	3	Transportation too expensive	1
		Poor guide - bored, inaccurate	1